

wretched methods of running a school; and on this account became at once the great pleader in behalf of training schools for teachers.

Dr. Ryerson began his great life's work with the organizing of a Normal School, and so did Dr. Forrester, of Nova Scotia; and when Sir Louis Davies determined to improve the schools of his native Province, Prince Edward Island, by taking advantage of his premiership in passing the Education Act of 1877, he took pains to provide for the organization of a proper Normal School. New Brunswick and Nova Scotia have their Normal Schools, the one at Fredericton and the other at Truro. Quebec has four Normal Schools; Ontario three, with another in process of building; Manitoba one, and the Canadian North-West one. Canada has, therefore, no reason to be ashamed of her enterprise in this direction, and, when opportunity arises, we may, later on, look into the organization of the above institutions, to see wherein they differ, and how far their work may be further assimilated.

In this connection we may say that we are glad to learn that the Government of Prince Edward Island has completed arrangements for the construction of a new building for the Prince of Wales College and Normal School. This has not been accomplished without much discussion, lasting as it has for nearly twenty years. The Provincial Normal School as organized under the Davies Administration in 1877, had a separate existence, with the departments of one of the city schools for practising schools, but in a few years, under a succeeding government, the spirit of economy brought about the amalgamation of the institution with the Prince of Wales College. Considering the lack of suitable accommodation for

such amalgamation the movement was looked upon by many as a retrograde step, and the subsequent history of the training school has by no means discounted that opinion. The Hon. Mr. Farquharson has at last taken the matter in hand, and a new building will soon be opened under brighter opportunities for the training department, which, it is thought, will be re-organized in such a way as to provide the schools of the Province with a requisite number of properly trained teachers. If such a re-organization does take place there will be no need to further lament about the retrograde step taken in 1880, since the principle that the teacher makes the school will again have fair play in the tight little island Province in the east.

The ethical problem we incidentally referred to last month in our notes of the late Montreal Convention is being further discussed as a "sore point" in the newspapers, and Major Hewton, of Richmond, one of the most zealous and outspoken of Quebec educationists, is again likely to find out what a task it is to convince an antagonist whose logic finds its present and only strength in the gainsaying of a majority. The man who thinks that a majority vote can always make a measure or motion right or wrong, or any line of conduct justifiable or unjustifiable, may be for the time a very dangerous antagonist, but he is none the less the wishy-washest of logicians. Anytus and Meletus could circulate the rumor against Socrates that he was an atheist and everything that was bad, and get a majority of Athenian judges to condemn him to drink the hemlock; but the soul of things is just, and even Dr. Kneeland, of McGill Normal School, must come to see this in time, and prefer to gain more and more the reputation of a Socrates than of an Anytus and Meletus. Major Hewton may also take assurance from